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A STUDY OF ENTERING TRANSFER STUDENTS, 1966.

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QUESTIONNAIRES FROM 572 OF 1,055 ENTERING TRANSFER STUDENTS WERE ANALYZED TO DETERMINE REASONS FOR SELECTING THE UNIVERSITY OF TENNESSEE, AND TO EVALUATE DISTINCTIVE FEATURES OF MARRIED AND UNMARRIED TRANSFER STUDENTS WITH RESPECT TO FORMER COLLEGE, CLASS RANK, IN-STATE OR OUT-OF-STATE RESIDENCE CLASSIFICATION, AND CURRICULAR PATTERNS. THE FIVE REASONS MOST FREQUENTLY GIVEN FOR TRANSFERRING WERE (1) SPECIAL CURRICULUMS AVAILABLE, (2) BETTER OVERALL UNIVERSITY STANDING, (3) BETTER ACTIVITY PROGRAMS AND SOCIAL CLIMATE, (4) BETTER LOCATION, AND (5) LOWER COST. REASONS FOR ENTRANCE BETWEEN TRANSFER STUDENTS AND ENTERING FRESHMEN DIFFERED MARKEDLY. BETTER FACULTY WAS LISTED BY 80 PERCENT OF ENTERING TRANSFER STUDENTS, BUT BY ONLY 29 PERCENT OF ENTERING FRESHMEN. CURRICULAR COMPARISONS SHOWED MALE TRANSFER STUDENTS PRINCIPALLY ENTERED SCHOOLS OF ENGINEERING, BUSINESS, AND BIOLOGICAL SCIENCES WHILE FEMALE TRANSFER STUDENTS ENTERED SCHOOLS OF EDUCATION, HOME ECONOMICS, AND ARTS AND HUMANITIES. (JK)

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A STUDY OF ENTERING TRANSFER STUDENTS, 1966*

During the transfer orientation program on September 19, 1966, a questionnaire was administered. Transfer students completed a total of 594 questionnaires but 22 were filled out incompletely, leaving 572 usable questionnaires. A total of 1,055 transfer students registered during the first three days.

This report reviews the findings of this questionnaire in the following manner:

A. Reasons Why Transfer Students Selected U.T.

B. Comparison of Transfer Students and Freshmen on Reasons For Choosing U.T.

C. Descriptive Data About Transfer Students

D. Curricular Patterns

E. Representativeness of Sample of Transfer Students

A. Reasons Why Transfer Students Select U.T.

The transfer student questionnaire contained 32 different items, each of which could be classified as of no importance, of minor importance or a major consideration in choosing U.T. These 32 items could be grouped into 13 or 14 different reasons by combining items of similar subject matter. The five reasons most frequently given by transfer students for choosing U.T. were:

1. Special curricula available.
2. U.T. has better faculty, national reputation, higher scholastic standards and better research programs.
3. Better activity program and social climate; it is coeducational.
4. Better location (includes distance from home town).
5. Less Expensive.

*This study prepared by John A. Lucas, Research Associate

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Basic sex and marital differences were as follows:

1. Married women students choose the University because their husbands are already here. Married students in general are more concerned about cost and less concerned with social climate and activity programs.

2. Single women are less concerned about research programs at U.T. and more concerned about the attitude climate here.

3. Single men are more concerned about physical and educational facilities here.

B. Comparison of Transfer Students and Freshmen on Reasons for Choosing U.T.

In general there were much greater differences between transfer students and freshmen than there were between the sexes or between married and single persons within the transfer group. The following table shows some of the striking differences between freshmen and transfers as indicated by the percentage indicating each reason was of some importance in their choice.

TABLE I

Reason for Selecting U.T.	1965 Entire Entering Freshmen Class	1966 Entering Transfers-Orientation Sample Only
Better faculty	29%	80%
Higher scholastic standards	28	78
Special curricula offered	35	78
Emphasis on religious and ethical aspect	80	22
Friends were here	91	34
Admissions counselors advice	73	16
Fraternities and sororities here	89	37
Offered scholarships or other aid	81	9

C. Descriptive Data About the 1966 Transfer Student Sample

TABLE II

Location of Former College	1966 Entering Transfers Orientation Sample Only N=280 Single Men	N=236 Single Women	N=56 Married	N=572 Total
Within Tennessee	67.1%	50.0%	55.4%	58.9%
Outside Tennessee	32.9	50.0	44.6	41.1
100 Miles or less away	28.2%	17.0%	25.0%	23.3%
101-500 miles away	56.4	58.9	50.0	56.8
501-1000 miles away	10.4	19.9	17.9	15.0
Over 1000 miles away	5.0	4.2	7.1	4.9
Classification of Former College				
Public	61.6%	46.6%	57.9%	55.0%
Private	38.4	53.4	42.1	45.0
Enrollment 1000 or less	25.5%	32.6%	25.4%	28.4%
Enrollment 1001-5000	37.6	39.4	36.4	38.3
Enrollment 5001-10,000	26.9	15.3	32.7	22.6
Enrollment over 10,000	10.0	12.7	5.5	10.7
Junior college	23.1%	23.6%	18.4%	22.9%
Offers bachelors degree only	23.6	27.9	26.5	25.6
Offers no higher than masters	22.7	28.8	26.5	25.6
Offers doctorate	30.6	19.7	28.6	25.9
Student Data				
Male	100.0%	--	62.5%	55.1%
Female	--	100.0%	37.5	44.9
Single and no steady date	72.9%	66.1%	-- %	62.9%
Single and steady date	23.9	30.1	--	24.1
Engaged	3.2	3.8	--	3.2
Married	--	--	100.0	9.8
Equivalent Quarter Hours of Credit Taken at Former College				
First quartile	49 hrs.	46 hrs.	61 hrs.	48 hrs.
Median	81	71	101	81
Third quartile	103	100	138	103
Class Rank of Transfers				
Freshmen	3.6%	3.0%	5.4%	3.5%
Sophomores	48.4	54.2	33.9	49.4
Juniors	46.2	42.4	46.4	44.7
Seniors	1.8	.4	14.3	2.4

TABLE III

Comparative Descriptive Data	1965 Entire Entering Freshmen Class	1965 Entire Entering Transfers	1966 Entering Transfers Orientation Sample Only
Men	63.5%	64.1%	55.1%
Women	36.5	35.9	44.9
Single and no steady date	84.5%		62.9%
Single and steady date	14.6	Not	24.1
Engaged	.5	Available	3.2
Married	.4		9.8
Location of Last Educational Institution			
In state	75.9%	Not	58.9%
Out of state	24.1	Available	41.1
Residence Classification			
In State	75.6%	63.1%	Not
Out of State	24.4	36.9	Available
Fraternity-Sorority Membership			
Belong	27.7%	15.7%	Not
Do not belong	72.3	84.3	Available
Fathers Occupation			
Unskilled-semi skilled or skilled labor	28.5%	21.3%	Not
Professional-sales-management	71.5	78.7	Available

Single women tend to transfer from colleges farther away from the University than do single men. This is supported by the fact that a higher percentage of women than men choose the University because of its geographic location and because it is either closer or farther away from their home town. Also a much higher percentage of single women transfer from private colleges to the University than do single men. It is interesting to note in this connection that both men and women are about equally concerned about the cost of college, but women are much more concerned about the prevailing attitude climate of the university.

Men are more likely to transfer from colleges offering doctorates than women. This is supported by earlier data showing that men were more concerned about the research programs here at the University than women. Married students tend to transfer to U.T. with more credit hours and higher class rank than single students. The class-rank indicates that 94 per cent of the transfers attending orientation are sophomores or juniors.

As might be expected the transfer student group contains a much larger percentage of married students (almost 10 per cent) than does the freshmen class (only about .5 per cent). Also more of the transfer students have a steady date than do the freshmen. There are more out-of-state students among the transfers than among the freshmen. Furthermore, there is less fraternity and sorority membership among the transfers than among the freshmen but the difference is less than would be expected. The earlier analysis indicates 89 per cent of the freshmen thought the existence of fraternities and sororities was of some importance in their decision to attend U.T. while only 28 per cent of these freshmen became pledges. Within the transfer group only 37 per cent thought that the existence of fraternities or sororities was of any importance in their decision while 16 per cent belonged to a fraternity or sorority. Thus, it appears that freshmen anticipate membership in fraternities and sororities much more than transfer students do.

D. Curricular Patterns

TABLE IV

	Curricular Comparisons for Men		
Subject Area	1965 Transfers Population	1966 Transfers 47% Sample	1966 All Full-time Sophomores & Juniors
Agriculture	6.7%	7.9%	7.0%
Architecture	2.4	6.4	2.1
Arts and Humanities	4.7	6.0	4.0
Biological Sciences	13.9	7.0	9.8
Business	22.6	26.7	32.1
Education	3.5	7.3	6.6
Engineering	27.0	20.6	23.0
Home Economics	.4	0	0
Journalism	1.5	1.6	2.2
Mathematics	2.5	2.5	1.3
Medical Technology	.4	.6	.1
Physical Sciences	3.5	8.3	3.3
Social Sciences	10.9	5.1	8.5
	100.0	100.0	100.0

TABLE V

Subject Area	Curricular Comparisons for Women: 1965 Transfers Population	1966 Transfers 68% Sample	1966 All Full-Time Sophomores & Juniors
Agriculture	.3%	0 %	.6%
Architecture	0	0	.1
Arts and Humanities	11.6	12.4	11.0
Biological Sciences	6.5	3.9	5.5
Business	8.9	7.0	11.3
Education	30.7	36.6	35.8
Engineering	.3	.4	.4
Home Economics	15.4	16.0	17.4
Journalism	1.7	2.3	2.7
Mathematics	1.7	3.1	2.7
Medical Technology	2.1	1.6	1.6
Physical Sciences	1.4	0	1.2
Social Sciences	19.4	16.7	9.7
	100	100	100

In considering curricular choices, transfer students are compared with the whole population of sophomores and juniors at the University. This appears necessary since 94 per cent of the transfers are sophomores or juniors. Transfer men enroll more frequently in the biological sciences, architecture, and engineering and less frequently in business and education than do all sophomore and junior males. Transfer women enroll much more frequently in the social sciences and less in home economics, education and business. Since the most frequently given reason for transferring to U.T. was "special curriculum," it may be inferred that men often transfer for engineering, biological science, or an architectural curricula while women often transfer because of the social sciences offered at U.T. It is interesting to note in this connection that women transfers are more concerned with the attitude climate here at the University and at the same time are enrolled in greater numbers in the social sciences than are men transfers.

E. Representativeness of the 1966 Orientation Transfer Student Sample When Compared with the Whole Transfer Student Population

Since only about 56 per cent of the transfer students attended orientation, the question arises as to how representative the orientation group

is of all the new transfer students. In the data presented earlier in this report, there is some data on all the 1965 entering transfers which can be compared with the 1966 transfer student orientation sample. The entire 1965 entering transfer class contained 64 per cent males while the 1966 orientation sample contained only 55 per cent males; thus a strong sex bias is indicated. If the sex ratio from 1965 to 1966 can be considered constant, it can be estimated that 68 per cent of the transfer women attended orientation, while only 47 per cent of the transfer men attended. This bias should not affect inferences from the data as long as statements are only made about the 1966 transfer males or the 1966 transfer women and no statement is made about the 1966 transfers as a whole group. However, this strong bias does raise questions as to whether other kinds of biases exist in the data.

The only other data available which compares all the 1965 entering transfers with the 1966 transfer orientation sample, concerns curricular selection. The 1966 orientation sample contains fewer biological and social science majors, and fewer men engineers than all the 1965 transfers. Furthermore, the 1966 orientation sample contains more men physical science majors and more total education majors. Thus, it would appear that men physical science majors and educational majors are more likely to attend the orientation program, while biological, social science, and engineering majors are less likely to attend orientation.